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ABSTRACT

This paper focuses on role relationships and role conflicts between professionals and paraprofessionals and their potential effect on the efficiency of future social services. Role conflicts can develop when roles are undefined and when there are competitive versus complementary role relationships. The most productive way to approach role definition is the systems approach--determine the overall purpose of the agency; defint this purpose in terms of specific objectives needed; and identify the various methods, personnel, and facilities needed to meet these objectives. Agency activities can be subdivided into: (1) task functions (program design, work facilitation, and goal emphasis), and (2) maintenance functions (support, interaction facilitation, and communication facilitation). There are roles within each of these functions that can be taken by both professionals and paraprofessionals, but the greatest contribution the paraprofessional can make is in closing the cultural gap between professional and client group and in setting a role model for the community. (EB)

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PROFESSIONAL AND PARAPROFESSIONAL ROLE DIFFERENTIATION*

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"PROFESSIONAL AND PARAPROFESSIONAL ROLE DIFFERENTIATION"

Abstract

Recently much emphasis has been given the use of paraprofessional aides drawn from indigenous client groups for serving those groups. Interestingly however most attention has been focused on the needs and benefits to and for the paraprofessionals and client community with little attention given to benefits to the professionals involved.

This paper takes an analytical approach to defining the functions, roles, and activities of both the professionals and paraprofessionals and through this differentiation indicates benefits for the professionals as well as for the paraprofessional workers.

Bowers and Seashore's four dimensions of leadership plus two others are used as the major theoretical functions. The four dimensions from Bowers and Seashore are support, interaction facilitation, goal emphasis, and work facilitation. The additional two general functional areas are program design and analysis and communications facilitation.

We found that definition and differentiation of professional and paraprofessional roles are best attained by differentiation at the activities level. Thus the activities of the aide in the role of educator or counselor may be very different from the activities of the professional

in those same roles.

The results of this analysis will be used as a framework for researching the role differentiation and effectiveness of county teams of supervising professional home economists and paraprofessional nutrition aides but is believed to be applicable to most professional and paraprofessional cooperative interaction.

ABSTRACT OUTLINE

I and II. Introduction, The New Paraprofessional: To Whose Advantage and Why?

This section outlines the need and rationale for use of paraprofessionals in social service programs. It suggests the advantages to the community, the professional, and to the paraprofessional himself, especially emphasizing the role paraprofessionals can play in improving and upgrading social service professions.

III. Problem of Role Definition

Role ambiguity and role conflict in new careers programs are the major issues in role definition. Sources of ambiguity and conflict result from the following: the nature of the programs themselves; the nature of the paraprofessional's position, and failure to specifically define rights, responsibilities, regulations etc. for professional and paraprofessionals; the professional's perception of the paraprofessional; and inadequate preparation and training for professionals who must then take on new roles.

IV. Role Clarification and Redefinition

This subject was resolved in part through division of activities into the two major categories or sets of functions task and maintenance. Assets of paraprofessional workers involve maintenance functions and complementary relationship between professional and paraprofessionals. Six major functions are analyzed for the major contributions that each group can make. Some functions are more important for one group than another. Four of these six functions were derived from Bowers and Seashore's four basic dimensions of leadership. The remainder of the paper is devoted to a detailed description of these functions along with their major roles and activities. Specific activities are defined and isolated according to level of professional skill and competence required in carrying them out.

V. Task Functions

A. Program Design and Analysis

This section deals with activities involved in planning and evaluating community action programs. The majority of these activities require professional skill and training. There are two major roles: planner and evaluator. The primary responsibility of the paraprofessional is to provide information and data which professionals can use in program design and analyses.

B. Work Facilitation

Concerned with activities, many of which have required too much professional time and which could effectively be performed by paraprofessionals. The major roles discussed are expeditor, educator, and supervisor. Activities are divided according to level of professional skill and competence required.

C. Goal Emphasis

This section concerned with activities that promote recognition, understanding and acceptance of goals set forth by interaction of the professionals, the clients and the agency. Two major roles are awareness-expansion and expositor. Activities include the promotion of better understanding of the community and its resources and of helping staff and clients focus attention and energy toward achievement of desired goals.

VI. Maintenance Functions

A. Support

This function covers activities providing friendship, encouragement, motivation etc. in an effort to increase personal warmth and concern, often lacking in professional-client relationships. Three major roles are: companion, counselor, and role model. Major activities include: listening to client's problems, etc., giving advice, instruction and guidance, servicing as example to clients, providing feedback, recognition, etc.

B. Interaction Facilitation

Activities under this function are concerned with promotion of social harmony, interaction, and interdependence. Basic roles are those of expediter, educator, and coordinator. These involve primarily (1) the bringing together of individuals and groups; (2) the exchange of ideas, knowledge, opinions, etc. regarding community issues and actions; and (3) the mobilization, integration and coordination of groups and individuals for social change.

C. Communication Facilitation

This function deals with problems of communication between professionals and lower-income clients. This function requires much involvement by the paraprofessional because of his position between professionals and clients. There are three major roles: mediator, interpreter and feedback agent. Activities involve the establishment and maintenance of a two-way communication channel between professional and client and mediation and interpretation of cultural and social differences between the two groups.

VII. Allocation of Roles and Activities

The last section specifies how each of the functions and roles are carried out. However, specific roles are, in part, dependent on particular needs and resources of a given agency. Allocation of roles and activities to individuals are dependent upon individual assets and interests, complementary arrangements, and adequate differentiation of roles and activities while, at the same time, taking into consideration overall agency goals, objectives, etc.

PROFESSIONAL AND PARAPROFESSIONAL ROLE DIFFERENTIATION

I. Introduction

The social sector of our economy-education, health services, community organization-has a new importance.[1] It has moved from a position of low political priority to one of high priority. For years, attacks by social critics on the inadequacy and inefficiency of public services has been virtually unheard or at least unheeded. However, since the onset of the technological revolution we have become more and more aware of the need to upgrade and improve existing social services.

This has resulted in attempts to increase the provision and adequacy of public services and to improve the competencies of the professionals involved. Increased services have created a shortage of manpower in the social service fields and improved professionalism has led to hyperspecialization.

On one hand, shortage of workers has placed time-consuming, administrative and clerical responsibilities on the professional's shoulders which have prevented him from

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[1]Article by Michael Harrington in the book Up From Poverty by F. Riessman and H. Popper, New York: Harper & Row, 1968, p.16.

utilizing the skills for which he was trained. On the other hand, hyperspecialization has led to a fragmentation of social service functions and cultivated an ever-widening gap between the professional and the client (1:191). To increase the efficiency and adequacy of the social services it is necessary then to overcome the manpower shortage and to free the professional to do these tasks for which he has been trained. One possibility is to hire paraprofessionals to do the tasks that now demand inefficient use of the professional's time and skills.

The entrance of paraprofessionals into the social services can result in more than just increased institutional efficiency and servicability. It can also provide opportunities for employment for those who have been displaced by automation or who are presently unemployed and dependent on welfare support from the social services.

Much of the impetus for utilizing paraprofessionals has come from the development of programs designed to meet the needs of such clientele. These programs, commonly referred to as "new careers" programs, have as their major objective the alleviation of poverty through the transformation of dependent welfare cases into useful, employable individuals.

Frank Riessman, in his book, New Careers for the Poor states:

> "The new careers concept has as a point of departure the creation of jobs normally alloted to highly trained professionals or technicians, but which could be performed by the unskilled, inexperienced, and relatively untrained worker."

Reactions to the use of the paraprofessional in the social service fields have been many and varied. They range from enthusiastic acceptance to outright rejection. Some professionals see the paraprofessional as a threat to job security and status; others view him as a handyman to whom all the dirty work of the profession can be assigned. Some, however, see the paraprofessional as an asset to the system but express anxiety as to how he can best be incorporated and what tasks he can assume.

Certainly there is considerable confusion and misunderstanding in relation to the roles the professional and the paraprofessional are supposed to play in this change process. Such confusion can lead to role conflict which would then reduce the effectiveness of social service programs.

The rationale for using paraprofessionals is quite clearly stated. Role definitions are less precise and much more ambiguous. It is because of this ambiguity that this paper focuses on role relationships and role conflicts between professionals and paraprofessionals and their potential effect on the efficiency of future social services.

II. The New Paraprofessional: To Whose Advantage and Why?

To effectively deliniate role and function of both professional and paraprofessional it is necessary to identify their relationship to each other and to the community they serve.

The Community

The community can benefit directly from the use of paraprofessionals. Through the creation of new jobs unemployment and even poverty can be reduced. Employed paraprofessionals can also serve as role models to others in poverty thus providing encouragement and hope for them to pursue similar paths.

By adding paraprofessionals to the social service staffs the provision of services can be increased due to more manpower and the quality improved when professionals are freed to do the tasks for which they have been trained.

The Professional

Many professionals look at the paraprofessional in terms of his relationship to the community from which he comes; in this respect they see the creation of paraprofessional jobs as a rehabilitative measure. Others regard the paraprofessional as a client rather than a legitimate worker who is contributing to the growth of the profession, (3:27).

Perhaps the most important function that the use of paraprofessionals serves for the professional is the reduction of manpower shortage. In human service fields they can not only help increase the efficiency of services to the community but can also free the professional from time-consuming, yet necessary, tasks that require little or no professional skill or training. This is one of the most important advantages the paraprofessional has to offer the professional. Riessman points out that 80 per cent of the caseworker's job at the Department of Welfare is often clerical in nature and does not demand professional expertise (1:60). Many of the caseworker's duties involve activities such as eligibility determination, filling out and processing of forms, escort activities, etc., all of which could be performed by a paraprofessional worker. Riessman cites, as an example, an instance where an intake worker reports saving 30-40 minutes per applicant with the use of an assistant (1:67).

Riessman and others feel that many professionals are leaving public service jobs because they become bogged down and frustrated when they discover that the roles for which they have been trained are not the roles they are expected or allowed to assume on the job. In other words professionals are being overtrained for the jobs that they are expected to fill. Due to the severe shortage of

skilled, professional workers in the human service fields, we can not afford to lose or misuse professionals by requiring them to perform routine tasks which could be performed by paraprofessionals. Furthermore, if professionals are freed from performing routine tasks they can concentrate their efforts on upgrading the profession by channeling their energies into areas of planning, research, training, supervision and evaluation.

A second major function which the use of the paraprofessional serves is that of middleman between client and professional. Paraprofessionals could act as agents for the client and professional.

The third major function that the use of the paraprofessional serves is to bridge the cultural gap between professionals and clients. He can serve not only as interpreter of community needs, attitudes, etc. for the professional but can promote understanding and acceptance of agency programs in the community. In this way he can help establish a two-way communications network between the professional and client instead of the one-way communication setup (professional⟶client) which has existed. Riessman feels that this is perhaps the most important function the paraprofessional serves, (2:2).

The Paraprofessional

In addition to advantages of paraprofessionals to

the community and to the professional, there are also benefits gained by the paraprofessional himself.

The hiring of paraprofessionals allows many individuals, now dependent upon welfare payments, to earn a respectable income and live on more than a mere minimum subsistence level. For the first time in the lives of many of these individuals, they are being given opportunities to pursue meaningful careers. Opportunities such as these make possible direct rehabilitation of the poor by helping them to achieve a greater sense of self-reliance and self-respect.

Jobs for paraprofessionals also help integrate the poor into a society which often alienates and rejects them; it does this by giving them a chance to utilize their limited skills and to move upward into the mainstream of society.

In short, the new paraprofessional is given the opportunity through employment to establish a productive role for himself in our society resulting in a positive sense of identity and personal worth.

III. The Problem of Role Definition

New programs can generate role conflicts when either of two factors occur:

1. Ambiguous and/or undefined roles, and
2. Competitive versus complementary role relationships.

Often the two factors are closely interrelated in that inadequate role definitions between professional and paraprofessionals can lead to competitive relationships. Clear definitions of role relationships, responsibilities, etc. must be established early in any program to insure effectiveness.

Part of the role ambiguity that exists in new careers programs lies in the nature of such programs. These programs are a relatively new phenomenon and planners have not agreed on specific goals, activities, etc. for such programs. This tends to create an atmosphere of confusion and anxiety. Before roles, functions, and activities of professionals and paraprofessionals can be adequately delineated, it is necessary that goals, policies, and procedures of the programs be substantially clarified. Failure to crystallize clear and concrete objectives at the top of such programs can only lead to confusion on all levels of operation.

Looking at community action programs on a lower level, we find role ambiguity arising from a number of factors, both on the part of the professional and paraprofessional. The fact that paraprofessionals are often referred to as nonprofessionals in many programs reveals to a large extent the ambiguity of the position. Riessman aptly presents the dilemma of the para or nonprofessional role in the following:

> "Nonprofessional describes what he is not, but does not clearly indicate what he is. He is not simply a citizen nor a volunteer participating in the organization, although the desire to have him represent the feelings of the neighborhood produces some similarity with the citizen advisory board of the local resident. He is not the traditional kind of employee because his participation, neighborhood know-how, and advice are sought; yet he is also an employee. He is not a professional, even though he does represent the agency and many people in the community may see the aide as a new kind of social worker. He is not a political action organizer, even though he does develop groups in the community concerned with various types of change. He is an amalgam of all these roles."*

In short, the paraprofessional is a marginal worker who, as yet, has not been assigned any well-defined place on conventional occupational ladders. He lives,

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*Frank Riessman, "Strategies and Suggestions for Training Nonprofessionals," Community Mental Health Journal, Vol. 3, No. 2, Summer, 1967, p. 104.

works, and operates within a poverty subculture and yet, at the same time, he works with and represents professionals who come from the larger culture. The paraprofessional worker is expected to operate smoothly and efficiently in both cultures and yet he must be careful not to lean too much toward one culture. If he aligns himself too strongly with the professional, he may do so at the expense of rejecting his own culture, in which case he may come to be viewed by his community as a sort of indigenous "cop-out." On the other hand, if he aligns himself too strongly with the community, he stands to do so at the risk of incurring hostility and estrangement on the part of professionals and the larger community.

Role ambiguity and conflict for the paraprofessional also occurs when the professional fails to define rights, responsibilities, and regulations for the paraprofessional and to make adequate distinctions between professional and paraprofessional positions. Riessman writes that often paraprofessionals see only the end result of planning and may not be aware of the skill and expertise required of the professional. In such situations, the paraprofessional may see very little difference between his job and that of the professional and may develop feelings of resentment toward professionals for their higher status and pay (1:128).

Role ambiguity is not a problem for the paraprofessional alone. With the introduction of new careers programs for paraprofessionals, the professional finds himself faced with new problems, situations, and demands. These programs are forcing the professional to accept new duties and responsibilities not formerly associated with his role. Often the transition is rapid and takes place with little or no preparation for assuming the new roles and responsibilities. Consequently, the professional finds himself unable to deal with the new demands. Creation of new roles (and especially poorly defined ones) without adequate preparation for such roles can lead to anxiety and to subsequent development of role conflict.

Before professionals can be expected to take on new roles in his profession, he must first acknowledge the significance of the new roles and the part that paraprofessionals can play in helping establish those roles. As mentioned earlier, much of the professional's time in the past has been wasted with clerical and nontechnical tasks. New roles such as consulting, training, supervising, and coordinating require different skills and expertise than were needed in the old roles; this can lead to anxiety on the part of professionals. Before professionals can be fully persuaded to assume such roles, they must be convinced that these new roles will serve to upgrade their

own status and the quality of their profession. They must realize that the hiring of paraprofessionals for many of their old jobs is not a threat to their hard-earned status but rather a means for elevating their position by allowing them time to do that for which they were originally trained (5:220).

We have examined role ambiguity and conflict in terms of the professional's and paraprofessional's perception of his own role; this is only half of the problem. The other half includes a definition, understanding and acceptance of the role of the other. Role definition without mutual acceptance and cooperation by both the professional and paraprofessional will do little to increase the overall effectiveness of a program.

Since the introduction of paraprofessionals into professional programs is relatively new, it is to be expected that many of the early relationship between professionals and paraprofessionals will tend to be of a reactive nature. For example, the Institute for Youth Studies at Howard University found in their program that there was virtually no formal redefinition of any professional role. Instead they found that most changes which took place were "in the realm of attitude and perception rather than in function or behavior." Even in the cases where professional reactions were highly favorable there was essentially

no change in task content or behavior (3:27). It would seem highly likely, however, that failure to make adequate changes in role definition and behavior in these situations may be due to a failure on the part of such programs to educate and retrain professionals for the new roles which they are expected to assume. The reactive stage is understandable in any new program, but to go beyond this stage, it is necessary that the individuals involved be adequately prepared to deal with the new situation. Inability of the individual to effectively cope with a new situation can not only lead to disorganized and ineffective behavior but to hostility and resentment at having been put in such a situation.

Another major source of role ambiguity and conflict in new careers programs lies in the professional's perception of the paraprofessional. As stated earlier in this paper, reactions of professionals to the use of paraprofessionals have been both positive and negative. Some of the negative reactions noted by the Institute for Youth Studies at Howard include the following (3:27):

1. Perception of the paraprofessional as a client rather than a worker in training.
2. Perception of the paraprofessional as a "noble savage" who is supposed to have all the answers.
3. Perception of the paraprofessional as a competitor.

4. Perception of the paraprofessional as a mere appendage to the profession to whom all the menial work can be assigned.

Many of the above reactions possibly result from the failure of such programs to define their objectives and to clarify the role expectancies of paraprofessionals in meeting these objectives. Failure to prepare and educate the professional with respect to the rationale and use of paraprofessionals is probably still the most decisive factor generating diversified reactions and perceptions among professionals. Sometimes (e.g., education) paraprofessionals are brought into the system without prior knowledge and consent of the professionals involved. This has created much conflict. If role conflict is to be eliminated or reduced, professionals must be involved in the planning process of such programs in order to accept and utilize paraprofessionals.

Therefore, roles must be carefully defined for both professionals and paraprofessionals. Failure to do so can result in overuse and/or underuse of paraprofessionals by professionals (1:128). Either situation can result in frustration and resentment on the part of one or more parties concerned, and thus to the eventual downgrading of the program as a whole.

IV. Role Clarification and Redefinition

This is a suggested guideline for the establishment of roles, functions, and activities for both professionals and paraprofessionals in new careers programs.

Role conflict can result from competitive versus complementary role relationships. Such relationships may arise from:

1. The failure to define or clarify roles adequately-overlapping of duties may occur.
2. The existence of a rigid, hierarchal structure as opposed to lateral task-force structures in the agency or organization.

Competition, in and of itself, is not necessarily harmful, but when such behavior becomes predominant it can lead to the destruction of organizational cohesiveness. This can occur when the worker becomes more concerned with protecting and advancing his own position than cooperating with others to achieve overall agency objectives. Delbecq and Kaplan (6:20) found in their study of managerial effectiveness in the "War-On-Poverty" that one of the major reasons for the leadership failures of managers in community action centers was "excessive competition for dominace in decision-making." They found that disagreements between staff members tended to result in "political

coalitions, power plays, and hierarchal tyranny" instead of creative problem-solving behavior. They hypothesized that part of the competition problem was due to the bureaucratic structure of such programs. To eliminate much of the competition, Delbecq and Kaplan advocated the use of task-force structures in which professionals and paraprofessionals could work together as teams rather than in segregated hierarchal positions often characteristic of bureaucratic structures.

Although the use of task-force structures has much to offer to community action programs, the adoption of such structures is not sufficient. There still exists the crucial problem of role clarification and definition, as well as explicit statements of function, and services required by the individuals in such programs.

Perhaps the most productive and efficient way to approach the issue of role definition is in terms of a systems approach. This approach begins with the agency or organization as a whole and works downward to individual roles of functions, and services.

Sequentially the next step is to determine the overall purpose of the agency and then define this purpose in terms of specific objectives needed to accomplish the goals. For example, if the purpose of the agency is to alleviate poverty, the objectives will focus on such things

as education, hiring of the poor, etc. in order to reach the agencie's ultimate goal.

After concrete and practical objectives have been formulated, the next step is to identify the various methodology, personnel, facilities, etc. needed to meet these objectives. Once we have identified these which includes work areas and their associated tasks then the appropriate roles, functions, and activities can be explored and evaluated.

All agency activities can be subdivided into two major functions:

1. Task functions.
2. Maintenance functions

Task functions include all activities related to the actual planning and implementation of activities for the agency. These functions include specification of methods and procedures needed to implement the program, planning and evaluation, personnel selection and training, preparation of facilities and materials, supervision, and other activities which require professional skill and expertise. This is not to say that all task-oriented activities require professional training. In fact, a number of these activities can be performed by paraprofessionals as well. These activities will be covered in greater detail in a later section of the paper.

The other major category, maintenance functions, describes activities which involve social maintenance and facilitation, both within and between groups. Maintenance activities deal with problems of a social nature and are directed toward the promotion of harmony, interdependence, and communication within and between groups. Examples of such activities are the provision of support and encouragement to members of the agency or community, the exchange of knowledge, opinions, etc., the mobilization and coordination of individuals and groups for action, interpretation of needs, etc. of one group to another, and other such similar activities. Maintenance functions, like task functions, can be carried out by both professionals and paraprofessionals but, as discussed later, the paraprofessional's greatest input lies in the contributions that he can make to the maintenance functions.

To maximize the use of paraprofessionals in social service programs, their particular assets must be assessed and utilized. Riessman (5:85-87) cites several factors which can contribute to the potential effectiveness of paraprofessionals in such programs:

1. Peer status attributes. As an accepted member of the client community, the paraprofessional is in a better position to form personal relationships with that community. This peer group status gives him an advantage

over the professional in that there is less need for the paraprofessional to validate his presence or involvement in the community.

2. Role model. The paraprofessional, by virtue of his peer group status, can serve as an acceptable role model for the rest of his cultural group. By so doing, he provides encouragement and motivation for others to advance their own positions in the community.

3. Knowledge. One of the important contributions the paraprofessional can make is his knowledge of the client community's needs, attitudes, resources, etc. As a member of the client community, he is in a position to know about concrete situations that exist and to deal with them in a manner consistent with the culture and resources of that community.

4. Style. The style of the paraprofessional worker differs sharply from that of the professional. Because of his position in the community and his lack of professionalization, he tends to be far less formal in his relationships with clients. He tends to be personal and to give more weight to immediate external factors, whereas the professional has a tendency to focus more on internal factors and to relate with the client on a more formal, detached basis.

5. Communication and mediation skills. As a member of the client community, the paraprofessional is in a position to bridge the communication gap between the professional and the client community. He knows, understands, and speaks the language of the community and can act as interpreter between his community and the professional. Also he is in a position to translate the agency's objectives, etc. so that they can best be understood and accepted by the community.

6. Commitment and enthusiasm. Although this factor was not specifically cited in Riessman's listing, it is, nevertheless, one which should not be overlooked. As a member of the client community, the paraprofessional often adds a remarkable degree of commitment and enthusiasm to the program. This is understandable for the paraprofessional, unlike the professional, has a great deal more at stake with respect to the effect that the program will have on his personal life and on the life of his community in which he lives. If a program fails, everyone stands to lose, but it is the paraprofessional and his community who stands to lose the most. The paraprofessional often views community action programs as help long overdue and is thus apt to provide not only enthusiasm and commitment in such programs but can also transfer this feeling to members of the professional staff as well.

The previous six factors, with the possible exception of factor 3, are assets which contribute to the implementation of activities within the category of maintenance functions.

If community action programs are to be successful, they need not only the participation and cooperation of both professionals and paraprofessionals, but the relationship between the two must be a complementary rather than a competitive one. In a complementary relationship both work together as a total unit toward the fulfillment of agency objectives, rather than viewing the relationship as a strictly straight-line, hierarchal one in which the activities of each are defined independently of the other. Both the professional and the paraprofessional are necessary in the change process and each ones contribution compliments the other. For example, the paraprofessional helps obtain the cooperation and participation of the client community, but to achieve maximum effectiveness, the skill and training of the professional in the planning, implementation, and evaluation of these programs is a necessary input. Any conflict or friction between the two groups can only diminish the effectiveness of the total program.

If we view the relationship between professionals and paraprofessionals as a complementary one, we can then

delineate the roles, functions, and activities. The first step in this process is to determine a set of functions, along with their corresponding roles, under which all activities of a community action program can best be implemented. Once functions and roles have been formulated, the contributions of the professionals and the paraprofessionals to these activities can be defined. Thus, the functions and roles of the program will be shared by both professionals and paraprofessionals, but the activities themselves will be divided up in a complementary fashion to utilize the assets of each group. This means that in some instances one group may contribute more heavily than the other in the carrying out of certain activities, but in no case would one group be expected to carry all activities for any one role or function. The rationale for this strategy will become clearer as we proceed with a detailed description of the various functions, roles, and activities involved.

Task and maintenance functions can be sub-categorized into component functions. These functions cover all activities within a community action program. The six major component functions evolved for this study are as follows:*

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*A detailed list of these functions, along with their corresponding roles and activities, is given in Table 1 at the end of this paper.

Task functions

1. Program design and analysis
2. Work facilitation
3. Goal emphasis

Maintenance functions

4. Support
5. Interaction facilitation
6. Communication facilitation

Four of the above functions (items 2-5) were derived from Bowers' and Seashore's (7:247) four basic dimensions of leadership. Although they were developed specifically for leadership functions, they are applicable to all personnel in a community action program, in that the agency's role in relation to the client community is that of a leadership nature.

In addition to the four functions just mentioned, we have listed two other functions, "program design and analysis" and "communication facilitation." Although both of these functions could be subsumed under those given by Bowers and Seashore, they are used here as separate categories because of the significant role they play in community action programs. These two functions may be two of the most crucial functions in any community action program. The communication facilitation function may prove to be especially important with respect to the paraprofessional's role and his contribution to such programs, for without adequate two-way communication between the profes-

sional and client (aided by the paraprofessional), such programs may be doomed to failure regardless of all other efforts.

Although the six functions are listed as separate categories, no one function is sufficient without considering the other functions. Task-oriented activities, for example, if they are to be successful, must receive the approval and support of the community toward which they are directed. To gain such approval and support, however, lines of communication must be established, mutual trust and cooperation engendered, and resources of both the agency and the community brought together in a combined effort to solve the community's problems. Each function is thus related to every other function, and all of the functions make possible the accomplishment of agency objectives.

The remainder of this paper is devoted to a discussion of the six functions (both task and main), the various roles and activities accompanying each function, and the contributions that professionals and paraprofessionals can make to each.

V. Task Functions

Program Design and Analysis

Program design and analysis involves planning and evaluation of community action programs. This function is particularly important with respect to professionals in that many of the activities within this function require professional skill and training. Thus, the professional assumes the major responsibility for this function. However, the professional will be dependent upon paraprofessionals for information needed in carrying out many of the activities listed under this function.

There are two primary roles associated with this function; they are the roles of planner and evaluator. Under the role of planner, there are four major activities:

1. Determine the needs of the community.
2. Determine the goals and objectives of the program.
3. Design a plan to achieve goals.
4. Revise the program when necessary.

In the area of planning, the responsibilities and activities of professionals include pinpointing problems and needs of the client, pinpointing of resources available through the agency, the community and through the client community itself, determining objectives and goals for reaching these objectives, setting up procedures, etc. for reaching the desired goals, and the revising goals, policies, procedures, etc. in the light of new information

and/or needs.

If planning activities are to be successful, the professional must bring the client community into the planning process, both through involvement with the community and indirectly through the use of paraprofessionals in the program. The primary responsibility of the client community, and more specifically the paraprofessional, in this phase of the program is to provide information to professionals regarding community needs, problems, attitudes, resources, etc. Planning which is based on little information concerning the community runs the risk of failure in that the program may be either unrealistic or inadequate with respect to the actual needs, resources, etc. of that community.

Another important activity for paraprofessionals in program design and analysis is the enlistment of community support and participation. Community action programs undertaken without prior support and cooperation of the community are apt to meet with mistrust and resistance by the client community. The community must be involved at the outset of such programs. By allowing the community to share in the initial planning, we can hope that programs will be designed to meet their needs and also can gain their support and cooperation. Thus, the paraprofessional has an important responsibility in the planning

phase of the program, for he can help provide the community related information and enlist community support needed by the professional in program planning.

The other major role shared by professionals and paraprofessionals in the "design and analysis" function is the evaluator role. As in the planning role, each group has its particular contributions to make toward the fulfillment of this role. The major types of evaluation involved in the evaluator role are:*

1. Context evaluation - evaluation of social structures, historical and cultural environments, etc.
2. Input evaluation - evaluation of personnel, facilities, activities, etc.
3. Process evaluation - evaluation of methods and procedures.
4. Product evaluation - evaluation of results, effects.

Although some degree of evaluation is used in all social service programs, most of the evaluation focuses on effort or input, e.g., amount of service rendered, number of cases handled. If such programs are to be expanded and improved in the future, more emphasis must be placed on evaluations of process and output, i.e., is the program meeting its objectives, and why or why not? Paraprofessionals can render invaluable services in all areas of

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*These four levels of evaluation were conceptualized by D. L. Stufflebeam at Ohio State University. See Daniel L. Stufflebeam, "Toward a Science of Educational Evaluation," Educational Technology, July, 1968, pp. 5-12.

evaluation but especially in those areas pertaining to the effects of the program upon the community.

Some of the activities which could be carried out by paraprofessionals in the evaluator role include data collection, handling, and compilation. Methods used may include formal interviews, surveys, questionnaires or maintenance of daily logs on clients. Also paraprofessionals are sources of feedback from clients to professionals. Paraprofessionals can also assist in preliminary data analysis by setting up records, files, transcribing data, and performing simple computations. Another important service which paraprofessionals could perform in the evaluative capacity is to provide general information about the community which professionals can use to make more accurate evaluations.

The primary responsibilities of professionals in the evaluative phase of the program involves higher level assessment of the program with respect to the client community and to the paraprofessionals and other professionals, etc. in the program. Professionals are also responsible for making recommendations for revision of goals, policies, and procedures based on a review of current data and performance. Other activities include designing formal evaluative techniques such as questionnaires, etc., holding discussion groups within the agency and in the client

community, and writing progress reports of agency activities and findings.

Work Facilitation

This function includes a great number of concrete activities carried out by a social service agency. Many of the activities are ones which have conventionally taken up the majority of the professional's time, but which could be performed equally well by paraprofessionals. Although work-facilitation activities are both professional and paraprofessional in nature, most of the social service agency's time has been taken up with activities more suited to the skills of a paraprofessional. The use of paraprofessionals can then free professionals to attend to activities for which they were formally trained.

The activities in the work facilitation function can be grouped according to three major roles; they are (1) the expeditor role, (2) the educator role, and (3) the supervisor role.

The majority of professional activities under the work facilitation function have frequently been carried out in the expeditor role. This role contains both traditional professional activities such as treatment and counseling and paraprofessional activities such as case-finding, eligibility determination, processing forms, and escort activities. The latter activities are presently

the demanding of professional's time and leave insufficient time for his major responsibilities in this role. By allowing paraprofessionals to conduct activities requiring less skill and training, we can free the professional for more responsible activities associated with the expeditor role. Such activities for professionals as expeditors would include:

1. Initiating and guiding the program.
2. Diagnosis, testing, placement, and referral of clients.
3. Counseling (of both clients and staff).
4. Treatment of clients.
5. Provision of facilities, etc. needed in carrying out of program.

The remaining activities in the expeditor role can then be carried out by paraprofessional workers. Some were formerly carried out by professionals, while others represent additional services not formerly available due to lack of time, personnel, and suitable connections within the community. The following list provides examples of activities for paraprofessionals:

1. Greeting and registering clients, processing forms, maintaining records and files, making appointments, placing follow-up calls, etc.
2. Eligibility determination.
3. Operation of audio-visual equipment, office machines, etc.
4. Casefinding and referrals.
5. Personal visits to clients.
6. Escort activities.
7. Babysitting and child care activities.
8. Home management services (shopping, food preparation, budgeting, helping with chores, etc.).

The second role under the work facilitation function is the educator role. Activities in this role include all aspects of the program involved in education and/or training of clients, paraprofessionals, and professionals as well. As in the expeditor role, activities within the educator role can be divided up between professionals and paraprofessionals.

Major activities for professionals include:

1. Planning and preparation of educational material to be used in the program (manuals, booklets, etc.).
2. Training professionals and paraprofessionals.
3. Conducting seminars, role-playing activities, etc. for staff members.
4. Serving as technical consultant for staff and community.
5. Publishing reports, articles, etc. for distribution to other professionals and to the community.

Some of the activities which could be successfully conducted by paraprofessionals under the educator role include the following:

1. Preparation of supplemental educational material (charts, posters, leaflets, etc.).
2. Distribution of educational material.
3. Teaching subject matter to clients through explanation, demonstration (individually and in groups).
4. Assist in training new paraprofessionals.

The final role in the work-facilitation function is the role of supervisor. Although most of the activities carried out in this role require professional skill and

training, there are nevertheless several contributions which paraprofessionals can make. Not only can paraprofessionals help supervise the daily activities of clients, but they can help set up and supervise community action groups as well. They can contribute an invaluable service by assisting with the supervision of paraprofessionals who are new in the program.

The professional's major responsibilities in the supervisory role include such activities as:

1. Determining work procedures, duties, etc.
2. Handling administrative details (hiring, salary determination, standards, etc.).
3. Conducting performance reviews.
4. Promoting harmony and efficiency within the agency.
5. Serving as consultant for paraprofessionals in their encounters with other agencies and the community.

Goal Emphasis

This function is concerned primarily with activities that promote recognition, understanding, and acceptance of goals set forth by the agency. There are two major roles that help to serve this function; they are the awareness-expansion role and the expositor role. Both of these roles can be carried out by professionals and paraprofessionals alike, with each group performing essentially the same activities in each role.

The awareness-expansion role involves activities which seek to provide the client (and the paraprofessional)

with a better understanding and awareness of reality, i.e. community issues, resources, etc. This can be done through individual counseling and guidance, both on the professional and paraprofessional level, through group discussion, and through distribution of material pertaining to the client and his community. When professionals, paraprofessionals, and clients become aware of the issues, resources, etc. surrounding them and the community, they can better understand and accept the goals the agency is trying to accomplish.

The <u>expositor role</u> involves the presentation, explanation, and clarification of program goals to the client community and other professionals. Professionals and paraprofessionals in this role provide continual emphasis and impetus for achieving desired goals, and influence the client and larger community to accept the program and its services and products (attitudes, values, etc.). They must convince both the client and the larger community that what the agency has to offer is better than what the client presently has and therefore merits the time, money, and effort on the part of all concerned in order to achieve the goals which include changing attitudes, behavior, patterns, etc.

VI. Maintenance Functions

Support

The first set of activities within maintenance functions involves those of a supportive nature. These are activities which provide friendship, encouragement, motivation, and similar qualities gained by warm, personal relationships. Supportive activities can be offered on a one-to-one basis or in small group situations, and can be grouped categorized into three major roles. These are the roles of companion, counselor, and role model. Each of these roles can be filled by both professionals and paraprofessionals although they will generally be carried out on different levels by each group.

The companion role is one which approximates a peer or family-type relationship. In this role the primary focus is to provide warmth and personal concern which is often conspicuously absent in professional-client relationships. The paraprofessional can complement the professional by providing a personal touch in the agency's dealings with the client community. There are basically two kinds of activities which paraprofessionals can perform in this role. They are:

1. Listening to the client's problems, hopes, needs, etc.

2. Providing assistance and doing favors of a personal nature, e.g., helping out around house, bringing a treat for child or mother, taking family for outing (shopping, to the park, etc.), and paying short social calls or visits on a regular basis.

The professional's responsibility in the companion role is primarily twofold. On the one hand, he should act as a sounding board for clients and provide a warm and receptive environment for the client. Secondly, it would be his duty to serve as a sounding board for paraprofessionals and give them assistance when needed. It is the latter activity,which is perhaps the most important, for the paraprofessional, like the client, often has problems and complaints and needs someone to provide a listening ear and a friendly, receptive atmosphere for airing his feelings.

The counselor role, like the companion role, can be filled by both professionals and nonprofessionals. There are predominantly three activities under this role. They are:

1. Provide advice, instruction, and guidance with respect to everyday needs and activities.

2. Provide motivation, encouragement, and recognition.

3. Provide constant and immediate feedback on performance, etc.

Although the basic kinds of activities involved in counseling for both the professional and paraprofessional

are essentially the same, the level and type of counseling will be different for each group. Counseling by the paraprofessionals would tend to be highly informal in nature and would be restricted to needs and problems of an immediate and everyday nature, e.g., health problems, financial problems, child care problems. On the other hand, the professionals would provide counseling of a more formal and intensive nature and would deal with problems requiring professional skill and training. Counseling on the professional level would tend in many cases to be somewhat indirect (dealing with subtle factors involved) and of a long-term nature as opposed to counseling offered by paraprofessionals which would deal with immediate factors in a direct fashion.

An additional responsibility which the professionals would assume in the counseling role would be to serve as counselor, for paraprofessionals who, having come from the client community, often share many of the problems faced by the client plus the additional adjustment problems generated by his new position. It is also important for the professional to provide constant and immediate feedback and reinforcement to the paraprofessionals in order to allay any anxiety or insecurity which he may have concerning his status and performance. Reinforcement for work accomplished (even if such recognition consists of nothing more than

mentioning the paraprofessionals name at a weekly meeting) can lead to even greater effort and productivity in the future. The importance of immediate and constant feedback cannot be stressed too strongly since for many paraprofessionals this will be their first job or the first job offering them hope for possible careers. Consequently, one can expect anxiety to be relatively high for the new paraprofessional and adjustment problems to be greater than for the ordinary worker.

The third role under the supportive function is that of role model. This is a role which can best be filled by the paraprofessional. Although the professional, by virtue of his position, can serve as a role model to some extent, at least for the paraprofessional, it is the paraprofessional who is of crucial importance in fulfilling this role, for it is by virtue of his position in the client community that clients can most easily identify with him. The paraprofessional can thus serve to act not only as a socializer in initiating changes in attitudes and behaviors in the client community, but can encourage and motivate members of the community by serving as a role model of what they can achieve and become. The paraprofessional stands as living proof of what an agency's program can accomplish for members of the low-income community, if they but lend their support and participation in such programs.

Interaction Facilitation

This function covers all activities whose purpose is to promote social interaction, interdependence, and harmony whether it be between client and agent or among members of the professional or the client community.

Virtually all of the activities in this function can be performed by both professionals and paraprofessionals although the focus will differ. The professional is concerned primarily with inter- and intra-agency interaction, while the paraprofessional focuses his attention on agency-client and intra-community interaction. As for inter-community interaction, both groups could share this responsibility as it is advisable to have the professional serving at least as backup agent for the nonprofessional on this level of interaction.

The three major roles developed for the "interaction-facilitation" function are those of expeditor, educator, and coordinator.

The first two of these roles are identical to the first two roles under the work facilitation function, the difference being primarily one of emphasis on social rather than task-oriented aspects of the program.

The first role under interaction facilitation is that of expeditor and consists of activities involving bringing together individuals and groups, both within the

community and between the agency and client. Major activities include finding members of the client community who need help and arranging contacts with the appropriate agency (case finding and referrals), obtaining program sanction and support from the client and larger community, bringing together individuals and groups within the community, assisting in various social programs in the community (halfway houses, recreational centers, etc.), and recruiting new paraprofessionals to serve in existing or new programs. Minor activities associated with this role include such things as setting up meeting centers, times, facilities, etc., and assisting at meetings and social events, getting people to and from meetings, calling people, distributing announcements, and recruiting people to assist in community activities.

The <u>educator role</u> under interaction facilitation is concerned with educational activities pertaining to social issues and action. The primary responsibility of the educator is to instruct clients on how to use agency services, what are the available community resources, and what are their responsibilities to their community. This can be done individually or in a group through talks, discussions, pamphlets, etc. In addition to the dissemination of information, the agency must promote an exchange of knowledge, opinions, etc. on all levels. Unlike

the educator role under the work facilitation function, educational activities in the interaction-facilitation role are two-way and each group has something to teach and to learn from the other.

The third role in interaction-facilitation is the role of coordinator which is similar in some respects to the expeditor role above. While the expeditor role was concerned primarily with bringing together individuals and groups, the coordinator role is concerned with integration and coordination of groups and individuals. Major responsibilities of the professional in this role would include the coordination of inter-agency personnel and activities, intra-agency coordination and integration, and negotiation activities for new policies, programs, facilities or the improvement of old ones.

Major responsibilities for paraprofessionals in the coordinator role are coordination and integration of community resources, both human and materiel, finding and developing potential community leaders, and mobilizing and coordinating groups for community action.

In summary, activities within the interaction-facilitation are:

1. Bringing together individuals and groups.
2. Exchange of knowledge and ideas concerning community issues and action.
3. Integration, coordination, and mobilization of groups and individuals for social change through direct action.

Communication Facilitation

Professionals in new careers programs and in rehabilitation programs have repeatedly expressed concern with the problem of communication between themselves and low-income clients. This is particularly a problem in new careers type programs in that the majority of clients come from the low-income population, and thus share a culture that is in many respects divergent from that of professionals and the larger community. Such cultural gaps result in a breakdown in communication due to differing frames of reference, and can lead to an unnecessary degree of distrust, dislike, and hostility.

Many people tend to feel that the negativism and antagonism which exists in a professional-client relationship results from "hangups" and reactions on the part of the client. This is not always the case as conflict is often engendered or heightened by the biases of the change agent himself. Jerome K. Myers of Yale University points out that studies by him and others in the field of psychiatric rehabilitation demonstrate that:

> "...communication is difficult between therapists and lower-class patients, that therapists more frequently have unfavorable attitudes toward lower-class than toward middle- or upper-class patients, that lower-class patients are frequently hostile to

> psychiatrists, and that therapy outcome is less successful for lower-class patients."*

A few words of warning are in order in interpreting the above findings. One should first bear in mind, when considering the above-mentioned studies, that reactions of lower-income clients to psychiatrists do not necessarily represent their reactions to change agents as a whole, as psychiatric therapy probably represents, in most instances, the most culturally entrenched form of rehabilitation and, hence, diverges most widely from the lower-income culture. Also it should be noted that there is a fair degree of hostility toward psychiatrists even in white, middle-income groups due to still present cultural inhibitions toward mental illness and its treatment and prevention. As for the lower success rates encountered in working with low-income patients. other factors, in addition to attitudes, may be responsible as well, e.g., poorer treatment facilities for lower-income groups, differences in classification of clients, amount of time, etc. spent with low-income clients, etc. All this is not to say that such studies should be disregarded, but rather that they should merely be viewed in

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*See Jerome K. Myers, "Consequences and Prognoses of Disability," in Sociology and Rehabilitation (M. B. Sussman, ed.), American Sociological Assn., 1966, p.45.

their proper perspective and the necessary factors taken into consideration.

One of the most obvious and practical ways of approaching the problem of communication is to hire paraprofessionals to serve as links in the professional-client communication process. It is perhaps in this function that the paraprofessional can contribute the most.

There are three major roles in communication-oriented activities. They are the roles of mediator, interpreter, and feedback agent. Nearly all of the responsibilities for these roles can be assumed by paraprofessionals as they will be in the most favorable position to establish and maintain effective communications between professionals and clients.

The first role, that of mediator, involves activities concerned with the establishment and maintenance of communication between the agency and client, with mediation between the two once they have been brought together, and with stimulation and maintenance of inter- and intra-community communication through group discussions, publications, and similar activities.

The interpreter role, similar to that of mediator, goes one step further by attempting to present each group's needs, objectives, and viewpoints so they can be understood by the other group(s). When two or more groups hold

different views, misunderstandings and conflicts can arise. The interpreter can help eliminate or reduce misunderstanding by providing the proper social and cultural context necessary for interpreting and understanding each group's position.

The third role in communication-facilitation is that of feedback agent. This role serves two purposes. The first is to provide information to professionals concerning what effect the agency and its program has in changing the client's attitudes and behavior patterns. The second purpose of the feedback agent is to act as a sounding board for the airing of grievances and similar sentiments for clients.

One word of caution in respect to the communication-facilitation function, care must be taken, either through selection or training procedures, to insure that the paraprofessionals in this role are not biased against their own group (community). It has been found that paraprofessionals sometimes reject their own culture and tend to over-identify with the professional. In this situation, efforts to establish successful communication could be seriously hampered and even result in the increased hostility and differences between professionals and clients. Paraprofessionals exhibiting such negative attitudes toward their own peer group should be assigned to activities that do not require direct contact with the client community.

VII. Allocation of Roles and Activities

This discussion of functions, roles, and activities has been general enough so that they could be theoretically applicable to all types of community action programs. The specific way in which each of the functions and roles would be defined and the specific activities undertaken would depend on the particular needs and resources of a given agency. For example, some agencies may find it necessary to emphasize maintenance-oriented activities. These would be agencies whose goals focus on changing the social environment of the client community. Other agencies, however, may concentrate mainly on changes in the physical environment, thereby emphasizing task-oriented activities.

Even if an agency focuses on one function or group of functions, they will need to give some emphasis to the remaining functions for when one part of an environment changes (physical or social), so does the rest. In community action programs, we may need to alter the physical environment in order to change the attitudes and behaviors of the people living in that environment; at the same time, changes in social attitudes and behaviors bring about changes in awareness and perspective with regard to the physical environment and can lead to new demands for change in that environment.

A community action program should be flexible enough to provide different opportunities for different types of workers while, at the same time, bringing them together as complementary parts in a team structure. In other words, there should be sufficient differentiation of roles and activities for individual workers with adequate integration of responsibilities, objectives, etc. Roles and activities should complement each other in accordance with the overall functions they serve for the program and the agency as a whole.

The most important thing in allocating roles and activities in a community action program is to insure that as many functions and roles are covered as is possible and that related activities are set up so they are complementary and make maximum use of both the professional and paraprofessionals abilities. The crucial task is to maximize the input of both professional and paraprofessionals. This is done by designing roles, functions, and activities which best utilize the competencies and skills of each. Then use of paraprofessionals can be an advantage to himself, to the professional and to the social service sector. Hopefully, this will increase the efficiency and the effectiveness and upgrade presently inadequate social services.

	FUNCTIONS	ROLES	ACTIVITIES	
TASK FUNCTIONS	1. Program Design and Analysis	a. Planner b. Evaluator	See pages 48 thru 52	
	2. Work Facilitation	a. Expeditor b. Educator c. Supervisor		
	3. Goal Emphasis	a. Awareness-expansion role b. Expositor		
MAINTENANCE FUNCTIONS	4. Support	a. Companion b. Counselor c. Role Model		
	5. Interaction Facilitation	a. Expeditor b. Educator c. Coordinator		
	6. Communication Facilitation	a. Mediator b. Interpreter c. Feedback Role		

TABLE I

GENERAL ACTIVITIES

The activities listed on the following pages are sample activities that would be carried out under the various functions and roles. Each of the activities can be further broken down into complementary or reciprocal tasks for professionals and paraprofessionals, as illustrated in the text of the paper.

TASK FUNCTIONS

A. Program Design and Analysis

1. Planner

   a. Determine the needs of the community.
   b. Determine the goals and objectives.
   c. Design the plans to achieve goals.
   d. Revises the program when necessary.

2. Evaluator

   a. Context evaluation - evaluation of social structures, historical and cultural environments, etc.
   b. Input evaluation - evaluations of personnel, activities, facilities, etc.
   c. Process evaluation - evaluation of methods and procedures.
   d. Product evaluation - evaluation of effects of program, why program did or did not succeed in meeting its objectives.

B. Work Facilitation

1. Expeditor

   a. Initiating and guiding the program.
   b. Treatment, counseling (diagnosis, testing, placement, specialized therapy).
   c. Administrative/clerical tasks.
   d. Provision, setting up, and operation of facilities, equipment, etc.
   e. Registering and processing of clients.
   f. Escort activities.
   g. Babysitting and child care activities.
   h. Home management activities.

2. Educator

   a. Planning and preparation of educational material to be used in program (manuals, booklets, etc.).
   b. Training professionals and paraprofessionals.
   c. Conducting seminars, role-playing activities, etc.
   d. Technical consultation for staff and community.
   e. Publication of reports, articles, etc.

f. Preparation of supplemental educational material (charts, posters, leaflets, etc.).
g. Distribution of educational material.
h. Teaching subject matter to clients through explanation, demonstration, etc.

3. Supervisor

a. Supervision of daily activities of clients (home management, shopping, etc.).
b. Determination of work procedures, duties, etc.
c. Handling administrative details (hiring, salary determination, standards, etc.).
d. Conducting performance reviews.
e. Promoting harmony and efficiency within agency.
f. Serving as back-up agent for paraprofessionals in their transactions with community and other agencies.

C. Goal Emphasis

1. Awareness-expansion Role: provide client with a better understanding and awareness of reality with respect to his own existence and to community issues and resources.

2. Expositor

a. Presentation, explanation, and clarification of agency goals.
b. Provide continual emphasis and impetus for achieving desired goals.
c. Influencing of client and other agencies to accept program, services, and product (attitudes, values, etc.) of agency.

MAINTENANCE FUNCTIONS

A. Support

1. Companion

   a. Listens to problems, expectations, etc.
   b. Provides warmth, personal interest and concern.

2. Counselor

   a. Provides advice, instruction, and guidance with respect to personal problems, etc. (staff and clients).
   b. Provides motivation, encouragement, and recognition (for both staff and clients).
   c. Provides constant and immediate feedback on performance, improvement, etc.

3. Role Model

   a. Provides motivation and encouragement to client and to paraprofessionals to strive for and attain higher status by serving as example of what the client or NP can become.
   b. Acts as socializer in initiating changes in attitudes and behaviors.

B. Interaction Facilitation

1. Expeditor

   a. Seeks out members of the client community in need of help and brings them into contact with the appropriate agency (casefinding and referrals).
   b. Obtains agency sanction and participation of community and other agencies.
   c. Brings together individuals and groups within the community for social action and activities (setting up meeting centers, times, contacting members of the community, etc.).
   d. Serves as assistant in social programs i.e. halfway houses, recreational centers, etc.
   e. Recruits new paraprofessionals.

2. Educator

   a. Instructs how to use various institutional services and community resources.

b. Educates client with respect to personal and social responsibilities.
c. Exchanges knowledge, opinions, etc. between agency and client and within agency (professionals-paraprofessionals).

3. Coordinator

a. Coordinates specialty services of key professionals.
b. Mobilizes groups for community action; integration and coordination of community resources, both human and materiel (youth groups, social events, etc.).
c. Negotiates with others on a formal basis to establish new policies, programs, etc. or to revise old ones.
d. Seeks and develops potential community leaders.

C. Communication Facilitation

1. Mediator

a. Establishes and maintains communication between agency and client.
b. Stimulates and maintains inter- intra-agency and community communication (discussion groups, etc.).

2. Interpreter

a. Interprets agency plans, objectives, etc. to community.
b. Interprets client needs, objectives, etc. to agency.

3. Feedback Role

a. Provides information concerning effects of program on changes in client's attitudes, behaviors, etc.
b. Serves as sounding board so clients can air grievances, expectations, etc.

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